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ABSTRACT

Research on parenting with particular attention to parental influence on such matters as self-esteem, academic achievement, social support, and parent-child communication is synthesized in this document. Parental concerns are noted and discussed from an historical vantage point and compared with what concerns parents most today. Sources of help for those concerns are presented as well. The monograph provides an annotated bibliography for parents of school-aged children and adolescents. Resources included in the bibliography range from those focusing on the general issues and concerns of parents to specific information on parent-child communication about topics such as acquired immune deficiency syndrome, nuclear war, and sexuality. Resources are also provided on a large number of topics including suicide, self-esteem, latchkey children, child sexual abuse, child management, the parent's role in the child's education, and alcohol and drug abuse. Bibliographic collections and directories appropriate for parents are listed. The foreword states that a particular parental perspective is not espoused, but rather parents are offered a repertoire of current and relevant resources which if used wisely can lead to more informed choices. It is also noted that this monograph offers a window to the many resources available from the Educational Resources Information Center (ERIC). (ABL)

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Parenting School-Aged Children and Adolescents

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U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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First Edition, 1989

Parenting School-Aged Children and Adolescents

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FOREWORD

Both the popular press and professional publications issue a common message—parents play a central role in the development of their children. While this is not a new message, it is one that both the helping services, and parents themselves, are more aware of and more responsive to today. Parents seek out classes on parenting, and counselors and teachers who once shunned parents now see them as a vital link in their efforts to promote the development of children and adolescents. Other developments common to the contemporary family scene, such as the single-parent family and the two-career family, have also drawn attention to the importance of parenting.

In this monograph, Nancy Beekman uses her familiarity with the ERIC database to synthesize the research on parenting with particular attention to parental influence on such matters as self-esteem, academic achievement, social support and parent-child communication. Parental concerns are noted and discussed from a historical vantage point and compared with what most concerns parents today. Sources of help for those concerns are presented as well.

The large body of the monograph offers a potpourri of resources for parents of school-aged children and adolescents. These resources range from those focused on the general issues and concerns of parents to specific information on parent-child communication on topics such as AIDS, nuclear war and sexuality. A special section is reserved for information for parents of teenagers. Resources are also provided on a large number of topics which are of interest to parents, e.g., suicide, self-esteem, alcohol and drugs.

The author does not espouse a particular parental perspective or moralize regarding what parents should or should not do. Instead, she aims to be of assistance to parents, and those who desire to be of help to them, by offering an unusually rich repertoire of current and relevant resources. The information provided will not lead directly to choices by parents, but wisely used can lead to more informed choices.

An additional benefit of using this monograph is the window it offers the user to the many resources available to those interested in parenting contained within the ERIC system. Hopefully, this will lead the reader to ERIC when faced with a question or problem where informational resources can be helpful.

Garry R. Walz
Director

Introduction

Many couples become parents without really giving it much thought. The possible combinations of family structure are overwhelming, affected by such variables as the gender and ages of the children, the number of years between children, birth order, and the number of siblings in the family. Even parents who have an only child will find that parenting is a job that is constantly changing—being the parent of an adolescent is vastly different from being the parent of an elementary school child, or a toddler, or an infant.

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Each family is unique in its composition and interactions, and is itself constantly changing as family members grow, learn, and interact. As children grow more independent of their parents and spend more time away from the home, they are influenced more and more by factors outside of family and parental control. They are exposed to teachers and schools, to peers, to their communities, to a larger society, and to the mass media. While away from home, they may learn for the first time about alcohol and drugs; sex; emotional, physical, and sexual abuse; suicide; disease; nuclear warfare; or AIDS.

A family at any given time may be forced to deal with illness, drug or alcohol abuse, emotional problems, handicaps, or even the suicide or death of a family member. Parents may get divorced, causing children to grow up in single-parent homes, shuffle between joint custody parents, or acquire a step-parent —perhaps even step-siblings. The remarried parents may have more children and half-brothers and half-sisters enter the picture.

Many child care authorities have written books for parents on child development and parenting techniques which focus on the first five years of the child's life. Resources dealing with school-aged children are less common while the problems parents and families face may become more complicated. Many parents feel that their role is more difficult when their children become teenagers (Strom, 1985). Subjects in a study of mothers' perceptions of their competence in managing selected parenting tasks pointed to adolescence as the stage with which they felt most uncomfortable and least effective as parents (Ballenski & Cooks, 1982). The mothers in this study reported feeling high levels of competency in dealing with those areas affected by modern society (sexuality, drugs, alcohol) and lower levels of competency in dealing with more universal issues such as the adolescent's growing independence and unstable emotions.

Resources dealing with school-aged children are less common while the problems parents and families face may become more complicated.

Whether parents feel competent in raising their child or not, they obviously have a good deal of influence on their child's development. The next section looks at some of the areas in which parents influence their children.

Parental Influences on Children

. . . the child's first experience with love is in the parent-child relationship . . . this relationship is the most important and influential relationship for the child.

Research for a project designed to teach parents to be the primary sexuality educators of their children notes that the child's first experience with love is in the parent-child relationship and that this relationship is the most important and influential relationship for the child (Alter, 1982). As they grow up, children interact with a variety of friends, neighbors, and teachers. But their parents are the children's only continuous source of guidance throughout the growing-up years (Strom, 1985). Throughout these years, parents influence their children in many ways—some intentional, some not.

A report on the power and limitations of parents notes that parents can have a profound influence on their children by providing a great deal of variety for the child as an infant, by using praise and punishment (children learn values in accord with what is rewarded and punished), and by communicating to the child that he or she is valued (Kagan, 1986).

. . . parental influence is a critical factor in the development of the child's self-esteem and in the child's academic achievement in school. . . .

Research findings in different areas of parent-child relationships have emphasized the importance of parent-child communication, of the parents serving as role models for their children, and of parents working to develop in their children a sense of self-esteem. Studies have found that parental influence is a critical factor in the development of the child's self-esteem and in the child's academic achievement in school, and that parents often serve as a source of social support to the child and as role models for the child to imitate, especially in the area of alcohol and substance use.

Self-Esteem

Research studies have found a relationship between self-esteem and academic achievement among elementary and secondary school students, and between higher self-esteem and lower levels of substance use among adolescents (Walz, 1988). One study found that general and area-specific self-esteem scores of high

school students were inversely related to indices of maladaptive behavior (Richman, 1984). The findings of this study confirmed previous findings that low self-esteem subjects demonstrated higher levels of anxiety than did subjects with high self-esteem. It has been suggested that low self-esteem teenagers turn to deviant behaviors in an effort to enhance their self-esteem. It has been suggested further that these low self-esteem teenagers may search for peers who will respect and reinforce their illegal or nonconforming behavior. Deviant behaviors of low self-esteem adolescents may be a way not only to gain respect from peers but also to gain attention from adults. Low self-esteem teenagers whose prosocial behaviors go unnoticed may turn to deviant behaviors which parents and other important adults must attend to, such as delinquency, depression, and drug use.

Research has identified low self-esteem as among the most important predictors of drug use. It has been suggested that the parental relationship with the child provides the experiences from which self-esteem is learned. One theory proposes that the development of self-esteem is a direct result of interaction with parents or parent substitutes, and that the sense of value or significance that children develop about themselves results from their interpretation of parental responses (Guglielmo, 1985).

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Much research considers the parental style of discipline to be a key factor in the development of a child's self-esteem. A review of the literature on parental style and child self-esteem concluded that for elementary school-aged boys and girls a very controlling style of parenting that interferes with the child's autonomy is likely to be associated with low self-esteem in the child. Results of studies examining the self-esteem of adolescents suggest that relatively permissive parenting during adolescence promotes self-esteem. Support of the adolescent by parents was also consistently associated with high self-esteem. It has been shown consistently that it is important for children to know that they are supported and accepted by their parents (Elings, 1988).

The Youth in Transition project was a longitudinal study which explored the effects of social environment on adolescent boys (Bachman, 1970). Of all the family background variables examined in the study, the largest relationship found between self-esteem and the dimensions of family background involved parent-son relationships. Boys who reported good family relationships tended to have higher self-esteem, a more positive self-concept of school ability, more positive attitudes toward

school, higher feelings of personal efficacy, higher social values, and more positive feelings of faith in others and trust in government. Boys who reported poorer family relationships were more likely to exhibit aggressive impulses, delinquency, and rebellious behavior in school; experience test anxiety and somatic symptoms; and have negative school attitudes and negative affective states.

Academic Achievement

. . . when parents take an active and positive part in their child's education, the results often turn out well for the students.

A review of the research on the effects of parental influence and parental involvement on children's reading achievement indicates that when parents take an active and positive part in their child's education, the results often turn out well for the students. In general, the research shows that the more help a child receives from his or her parents, and the more prepared parents are to help their child, the better the child's reading achievement (Nebor, 1986).

The Youth in Transition project (Bachman, 1970) examined one dimension of general self-concept called self-concept of school ability among adolescent boys. The results revealed a small positive relationship between good parent-son relationships and the son's self-concept of high scholastic ability. Interestingly, this relationship was found to be largely independent of other background factors and of intelligence.

Social Support

A study of elementary school children's support systems found the support functions of cognitive guidance, material aid, and emotional support to be provided primarily by family members. In addition, networks made up predominately of family members appeared to be the most satisfying to children (Nair & Jason, 1984).

A study undertaken to determine the utility of a new instrument to measure quantitative and qualitative dimensions of children's social support networks provided a description of the social networks of children in the third through the sixth grades. Responses from elementary school children from lower socioeconomic status families showed that, when compared to other sources of support, family members provided the children

with a higher percentage of cognitive guidance (advice and information), material aid (physical assistance), and emotional support (Kriegler & Bogat, 1985).

A further study by Bogat, Caldwell, Rogosch, and Kriegler (1985) on college students' social support networks also illustrated the importance of family members as providers of support, suggesting that supportive relationships with family members remain the most important and satisfying source of support for children from elementary school through the early college years.

Role Models and Parent-Child Communication

The research project mentioned earlier which was designed to make parents sexuality educators for their children emphasized the importance of parent-child communication while acknowledging that parents often have difficulty discussing sex with their children. Research on parent-child relationships and sexuality education suggests that parents can influence their child's sexual behavior either by direct verbal communication or by serving as role models.

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A number of studies suggest that children who discuss sexuality with their parents are less likely to be sexually active and that when they become sexually active, they appear to be more likely to use birth control (Alter, 1982).

A study examining parental influence on adolescent drinking found adolescent drinking to be influenced by parental modeling of drinking, parental attitudes toward children's drinking, and especially by parent-child conflict (Thompson, 1987).

Research comparing parent and peer influence in adolescent alcohol and substance use found a correlation between parent use of substances and increased adolescent substance use. Parental attitudes toward illicit substance use were correlated with adolescent substance use (Halebsky, 1987).

An examination of parental socialization factors and adolescent drinking behaviors found that adolescent drinking could be explained in part by parental models of drinking behavior. Parents who were heavy drinkers were more likely than other parents to have adolescents who were also heavy drinkers. Also, high parental support combined with moderate control was correlated with less adolescent alcohol abuse. Low parental

support combined with either considerable control or an absence of control was correlated with a high degree of adolescent alcohol abuse (Barnes, 1986).

Several authors have asserted that family involvement makes a significant contribution to drug use, especially in the areas of the child's alienation from the parents, parental substance misuse, poor family relationships, perception of behavior and attitudes in parent-child relationships, and perceived parental love (Guglielmo, 1985).

When one considers the influence, both intentional and unintentional, that parents have on their children in so many different areas, it becomes clear that parenting is a complex undertaking and that parents would benefit from resources providing information and support to help them in their role as parents. In order to provide such resources, it is first necessary to identify parent concerns and to understand where parents turn for help. These issues are explored in the next section.

Parental Concerns—An Historical Perspective

. . . in the early and mid 1800s, the child's character or moral development was the main concern of writers on child care and the clergy was the major source of advice to parents.

In a review of parenting concerns, Geboy (1981) notes that in the early and mid 1800s, the child's character or moral development was the main concern of writers on child care and the clergy was the major source of advice to parents. The first popular guide to child care was *The Mother at Home*, written by the Reverend John S. C. Abbott and published in Boston in 1833. As the 19th century drew to a close, advances in the field of medicine helped to shift the major focus of child care writers from the child's moral development to his/her physical development. *The Care and Feeding of Children* by L. E. Holt (1894), for example, stressed hygiene and physical care. With the advent of the 20th century came an interest in the child's psychological and behavioral development as well.

Seckinger (1986) wrote an interesting review of parenting education which focused on the first three years (1926-1929) of "Children: The Magazine for Parents." Concerns of parents in the 1920s were shown to be related to concerns of modern-day parents. While many parental concerns and cultural influences considered unsuitable for children in the 1920s seem fairly harmless in the 1980s, several of the issues that trouble parents

and professionals in the 1980s—teenage pregnancy, latchkey children, drug and alcohol abuse, child abuse, and family violence—were beginning to appear in that earlier decade. Social and technological changes in both decades challenged parents to prepare their children for an unknown and rapidly changing future.

Parental Concerns of Today and Sources of Help

Several studies have examined the needs and concerns of parents. A survey conducted of 910 families in Texas found that concerns about developmental issues and childrearing problems varied by family structure, as did the sources parents turned to for support. In general, however, for medical and educational concerns, parents consulted physicians and teachers respectively. For other issues, parents from all types of families frequently mentioned the use of informal sources of assistance, such as friends, teachers, spouses, and their own parents. Issues of sexuality education and taking responsibility for tasks were concerns of many parents. Stepfamilies and single parents appeared interested in issues concerning children's independence and their ability to be responsible for themselves. Many parents listed career concerns and concerns related to drug and alcohol abuse (Hughes, 1983).

A study was conducted in Arkansas to determine parental use of 20 different sources of childrearing information and the perceived helpfulness of each source. The results revealed that parents used a variety of sources for childrearing information. The sources receiving the highest percentage of use by parents were books, physicians, parents, friends, and magazines, while the sources rated as most helpful were classes and discussion groups, ministers, newsletters, mental health centers, and physicians (Looney, 1985).

One hundred thirty-two logs were analyzed from New York University's Warmline, a telephone call-in service offering parents an opportunity to discuss childrearing concerns with a trained professional. The results revealed that the most common areas of concern were negative behavior (28 percent), sleep concerns (20 percent), a combination of problems not fitting into any one category, and separation anxiety on the part of the child or the parent. Nearly 50 percent of the calls concerned children

under the age of 3 years, while 5.3 percent of the calls concerned adolescents. Calls pertaining to boys were slightly higher than were calls pertaining to girls (Samuels, 1987).

Parent education programs are readily available for parents of preschool children. When children enter elementary school, however, it is uncommon to find a corresponding parenting curriculum. In order to determine the needs and concerns of parents of school-aged children, and to develop a parent education curriculum, a random selective sample of 2,893 white suburban middle class parents, teachers, and children representing every grade level from kindergarten through 12th grade responded to open-ended questionnaires on parental success. The results revealed that curriculum topics and their importance changed with stages of child development. Some topics, such as managing conflict, relating to peers, and caring for loved ones appeared at every grade level. Other topics such as helping with homework, using drugs or alcohol, and using money wisely were concerns for parents of children in specific grades (Strom, 1985).

. . . parents are concerned about behavior problems in their children, about their children's taking responsibility and gaining independence, about drugs and alcohol, peer relationships, handling conflicts, and sexuality education.

From this research, it appears that parents are concerned about behavior problems in their children, about their children's taking responsibility and gaining independence, about drugs and alcohol, peer relationships, handling conflicts, and sexuality education.

Several decades ago a change in American society began that continues today. Young adults began moving away from the small towns and farms of their birth and into larger cities and suburbs which offered educational and employment opportunities. We now live in an urban and mobile society. Many of the research studies on parental sources of information about childrearing reveal the importance of the extended family, and especially of the grandparents, in providing help to parents. As more and more people move away from their families, that family advice-giving role is being assumed by child care "experts."

Another trend in modern America which is changing where parents turn for childrearing advice is the high divorce rate. The Texas study of parental information sources mentioned earlier found that, for most family types, the spouse was an important source of information to the parent completing the questionnaire. This was not the case, however, for single parents. Many parents, especially mothers, are raising their children without the benefit of either a spouse or an extended family to turn to for help and advice.

As families grew farther apart and parents turned to other sources for childrearing information, more and more publications offering advice and information to parents began to appear. By 1980 Books in Print listed over 200 popular child care books. Around that same time, the federal government and over 25 other organizations were regularly printing pamphlets and brochures to help parents deal with a variety of child-rearing problems (Geboy, 1981).

A study on the use of child care materials by parents suggests that the use of child care publications is a relatively widespread phenomenon. Younger parents were found to be reading more, possibly due to the loss of traditional sources of information (grandparents, relatives, neighbors) which accompanied increased geographic mobility and age segregation. This loss of traditional information sources may have forced parents to rely more on the "experts" for advice about child care. While this may be a factor, the study found no significant relationships between the amount of child care reading a parent had done and either the number of relatives living near the family when the children were young or the frequency of seeing parents. An alternative hypothesis is proposed, that the trend toward reading child care publications is a manifestation of a trend toward seeking an "expert's" opinion whatever the problem (Geboy, 1981).

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Studies on the relevance and usefulness of the information found in child care publications have had mixed results. One study revealed that, while 94 percent of the parents surveyed reported reading parenting publications, 81 percent of them felt that the materials were not directly applicable to their needs (Hughes, 1983). In the Geboy (1981) study, nearly all of the parents reported that they had done some child care reading when their children were young. Over three-quarters of those who claimed to have read child care materials believed the materials to be helpful. Slightly more than half of the parents said that their behavior toward their children had changed as a result of what they had read. A study by Durio and Hughes (1980) documented the high use of printed materials on childrearing but suggests that the sources of information are not completely satisfying to parents. Only 13 percent of the sample reported that the information they received answered their specific questions "often" or "very often." Twenty-three percent reported this happened "seldom" or "never."

Regardless of one's approach to parenting or personal point of view, Holcomb and Stith (1985) point out that most parents reported difficulty in seeking professional advice, even in cases of serious trouble. The majority wanted to handle problematic situations themselves. This tendency for parents to choose to handle problems themselves suggests the need for child care reading materials which are widely available, addressed to specific concerns, and written and formatted to be understandable and acceptable to parents.

This tendency for parents to choose to handle problems themselves suggests the need for child care reading materials which are widely available, addressed to specific concerns, and written and formatted to be understandable and acceptable to parents.

Where can a parent turn for useful and relevant information on child rearing? Part II of this report lists sources of information for parents, many of which provide information on specific areas of concern and many of which are for use with children of specific ages.

The School Counselor's Role

Counselors working in elementary and secondary schools today are asked to perform a variety of functions and to handle a number of difficult situations. A cursory search of the ERIC database for only the years 1984 through 1988 revealed several documents dealing with the role of the school counselor. Some articles discussed the school counselor's role in working with different student populations, including the gifted, underachievers, mildly handicapped students, and students with developmental disabilities. Other documents focused on the counselor's role in handling problems associated with mainstreaming, students affected by parental divorce, adolescent suicide, school dropouts, personal violence in the schools, homosexuality, and bulimia and other eating disorders. Several documents outlined the counselor's role in vocational education counseling, precollege guidance and counseling, college placement, admissions counseling, and career guidance. Other articles concentrated on counselors and primary prevention, consultation, parent education, school discipline policies, and intern supervision. Counselors may be expected to organize career planning programs, provide college information to college-bound students, and participate actively in programs designed to impact substance abuse, alcoholism, truancy, teenage pregnancy, AIDS, or child abuse.

A secondary school counseling job description developed by the Georgia Department of Education (1984) divided the school counselor's functions into four components and suggested that secondary school counselors spend approximately 35 percent of their time on guidance activities; 15 percent on individual planning; 25 percent on responsive services such as group and individual counseling, consultation, information dissemination, and referral; and 25 percent on system support functions, including program development and evaluation, staff development, parent education, testing programs, and community relations.

Many research studies have examined responses of different populations to different forms of counseling. Some students may respond best to group counseling techniques while others might benefit most from individual counseling or from techniques such as art therapy or bibliotherapy. Just as different students react differently to various modes of counseling, certain presenting problems may be best handled by one form of counseling or another.

Some students may respond best to group counseling techniques while others might benefit most from individual counseling or from techniques such as art therapy or bibliotherapy.

It would seem impossible for school counselors to perform all of their daily activities and still keep up on the latest developments and techniques used to address so many different problems and student populations. It is hoped that the resources listed in Part II of this report will be helpful to counselors as well as to parents and will provide a useful first reference to which counselors can turn for more information on a particular problem. The resources may be especially useful for counselors who are working with parents by providing them with easily understandable information to give to parents about a particular problem.

RESOURCES FOR PARENTS OF SCHOOL-AGED CHILDREN AND ADOLESCENTS

This annotated bibliography of materials and information for parents is divided into five major sections. Each citation in the first section, "Issues and Concerns of Parents—General," deals with a variety of issues that cannot be classified easily under any one topic.

The second section contains citations for materials dealing with parent-child communication. Materials on general parent-child communication are presented first, followed by information to help parents talk with their children about specific topics, including sexuality, sexual assault, family life issues, birth control, AIDS, cancer, and fears about nuclear warfare.

The third section of the bibliography lists and describes materials for parents of teenagers.

The fourth section contains resources about specific topics, including drugs and alcohol, latchkey children, child sexual abuse, child management, the child's self-esteem, and the parents' role in the child's education.

The final section of the bibliography lists other bibliographic collections and directories to which parents can turn for additional information.

Issues and Concerns of Parents—General

Barnes, N. R., & Frazier, B. H. (1987). *Child development, parenting and family issues: Publications of the Mississippi Cooperative Extension Service.* Mississippi State University State College, Cooperative Extension Service. (ERIC Document Reproduction Service No. ED 282 652)

This document presents a series of 18 single- and double-sheet articles written to help parents understand the parent role, the effects of parenting on child development, and the effects of child development on parenting. Individual articles include: (1) Discipline: Love and Limits; (2) When Discipline Fails; (3) Special Concerns of the Dual Career Family; (4) Day-Care For Children; (5) Enriching Families with a Family Council; (6) You and Your 1-Year-Old; (7) You and Your 2-Year-Old; (8) You and Your 3-Year-Old; (9) You and Your 4-Year-Old; (10) You and Your 5-Year-Old; (11) Promote a Positive Self Concept; (12) The Art of Parenting; (13) Loving Your Child: Getting the Message Across; (14) The Single Parent Family; (15) Parent-Teen Communication;

(16) Self Care for Children; (17) Protecting Mississippi's Children; and (18) Your Child's Emotions. Each of the articles discusses the issues involved and offers recommendations for parents.

Coleman, T., Grogan, J., Kotsull, R., & Rostock, A. (1985). *Coping with crisis: What's a parent to do?* Kingston, PA: Luzerne Intermediate Unit 18. (ERIC Document Reproduction Service No. ED 268 309)

This document contains one of five instructional packets designed to help adult basic education students develop a decision-making approach for handling common problematic situations. It contains a pretest, list of objectives, information for the learner, exercises and worksheets, case studies, and a post-test. This packet concentrates on childrearing and contains sections on choosing to become a parent, parenting styles, understanding children's development, the child and school, potential school crises, parent-child communication, positive communication, helping children to behave, appropriate punishment, dealing with sex, dealing with drugs, and children and substance abuse.

Delaine, J. K. (1981). *Who's raising the family? A workbook for parents and children.* Madison, WI: Wisconsin Clearinghouse. (ERIC Document Reproduction Service No. ED 220 770)

This workbook, designed for parents who are concerned about their children and the possibility of drug abuse, supports the idea of a strong family and active, involved parenting. Noting that parents will not make drug use decisions for their children but that children will make such decisions for themselves, it examines the way that some positive parenting techniques and basic skills can lay the groundwork for responsible decision making before children are faced with decisions about their own drug use. Included are strategies to improve the parent-child relationship; a self-test to help parents consider their own attitudes and behavior; and suggestions for teaching children to develop a positive self-concept, express their feelings, make decisions, accept their responsibilities, and become assertive. Parenting methods discussed include the family meeting, talking about and developing alternatives to drugs and alcohol, watching television responsibly, and coping with parental

stress. Appendices offer help to parents with alcohol or drug problems of their own and list answers children gave to questions about their families from an informal study of elementary and junior high school students. The workbook concludes with a list of resources and recommended reading for parents.

Elmer, E. (1980). *Growth and development through parenting.* Chicago. IL: National Committee for Prevention of Child Abuse. (ERIC Document Reproduction Service No. ED 195 328)

This booklet, written for prospective parents, briefly discusses the parent-child relationship, the realities of being a parent, various parenting techniques, parental responsibility, and parenting as a developmental process. It explores the ways parents and children can help each other grow. The four stages of childhood behavior are explained and techniques are suggested for dealing with infants, toddlers, school-aged children, and adolescents.

Gordon, T. (1979). *What every parent should know.* Chicago, IL: National Committee for Prevention of Child Abuse.

This booklet provides practical suggestions for parents on how to cope with their children. It explains discipline concepts and techniques and offers methods to resolve conflicts. Fifteen principles about children are proposed and discussed. The principles focus on children's needs, the behaviors they choose to get their needs met, and parent reactions to those behaviors. Effective methods for changing undesirable behaviors without using punishment are suggested for use with infants, toddlers, and older children. The booklet concludes with a list of 30 publications of the National Committee for Prevention of Child Abuse in the areas of child abuse prevention, child abuse, parenting, special subjects, and children's materials. It is recommended for parents, children, teachers, and for use in parenting courses.

Guillen, M. (1982). *Tips for parents. Un granito de arena. Demonstration reading program.* Ontario, CA: Demonstration Reading Program at De Anza Junior High School. (ERIC Document Reproduction Service No. ED 242 395)

This document contains two booklets, one in English and one in Spanish, which offer suggestions about parenting and family relationships. The Spanish version represents a simplified version of the English booklet. Both booklets present a philosophy of parenting which examines the importance of self-concept and the formation of values in the family context. Ways to help children develop a positive self-image are suggested and an action plan is presented. Resources are provided to help parents develop and implement an action plan, including a summary of 17 tips for "getting it together," a list of 10 principles of behavior change, information on successful parenting, and an exercise to help parents recognize roadblocks to good parent-child communication.

Linn, H., Nolley, M., & Unlarik, R. (1982). *Parenting in the '80s. Student guide, Brookhaven College child development program.* Austin, TX: Texas State Department of Community Affairs. (ERIC Document Reproduction Service No. ED 227 895)

This guide was developed to accompany a series of 16 seminars on parenting offered by the Brookhaven College Child Development Program to help meet the concerns and needs of working parents. It contains informational essays or guidelines on: (1) developing effective parenting skills; (2) children and television; (3) pros and cons of various types of child care arrangements; (4) determining the quality of care by looking at the caregiver; (5) positive and negative aspects to types of child care arrangements; (6) characteristics of appropriate child care facilities; (7) selecting toys; (8) the values of play; (9) the physical growth and development of young children; (10) Piaget's stages of cognitive development; (11) Erikson's eight stages of man; (12) Kohlberg's theory of moral development; (13) communication skills for parents; (14) developing responsibility in children; (15) age appropriate behaviors; (16) helping children identify feelings; (17) building a positive self-concept; (18) features of a good self-concept; (19) sources of vitamins and what they are needed for; (20) children's health status; (21) safe toys for children; and (22) "child-proofing" the home and yard. The guide also includes a list of community agencies available for referral, recipes for art materials, and a bibliography. (DAB)

McMaster, D. *Crash course on parenting pre-adolescents.* East Lansing, MI: Michigan Association of Middle School Educators.

This guide for parents of children between the ages of 10 and 14 years describes the pre-adolescent years as the most challenging and frustrating years for a parent. To help parents understand the changes their pre-adolescent children are going through, it presents facts on brain growth, physical growth, emotional stability, and social development during pre-adolescence. Each fact is followed by a description of resulting behaviors which are considered normal.

Moreno, S. (1981). *Parenting information for parents: Books 1-3. (Informacion para los padres sobre la crianza de los ninos: Libros 1-3).* San Diego, CA: Moreno Educational Company. (ERIC Document Reproduction Service No. ED 227 927)

This document contains three booklets which are part of a series of 22 booklets designed to help parents understand their children and help them learn. All 22 booklets in the series are written in both English and Spanish, are easy to read, and contain illustrations. The first booklet, "Parenting Information for Parents: Book 1," covers the issues of preparing for parenthood, the child's need for early stimulation, how parents can show their children that they love them, preparing children for school, listening to children, discipline, and self-discipline. The second booklet, "Parenting Information for Parents: Book 2," provides parenting information and ideas for parents, discusses parenting styles, provides some guidelines for stepparenting, discusses the teaching of values, examines problem behavior, describes how to teach children responsibility, and discusses children and television viewing. The third booklet, "Parenting Information for Parents: Book 3," discusses the issues of sibling rivalry, social skills, good nutrition, the role of play and fantasy, discipline, child abuse, helping children to face their fears, the child's identity, developing independence in children, and making separations easier.

Moreno, S. (1981). *Family health. La salud de la familia.* San Diego, CA: Moreno Educational Company. (ERIC Document Reproduction Service No. ED 227 930)

This document contains three booklets which are part of a series of 22 booklets designed to help parents understand their children and help them learn. All 22 booklets in the series are written in both English and Spanish, are easy to read, and contain illustrations. The first booklet, "The Effects of Stress on Parents and Family Life," describes stress and looks at the causes of stress, stress in modern society, coping with stress, and social support systems. The second booklet, "Childhood Immunization and Dental Care," stressed the importance of childhood immunizations against such diseases as measles, mumps, and rubella, and explains the importance of dental care. The third booklet, "Nutrition and the Health of Your Family," presents general dietary guidelines and looks at special nutritional needs of different populations. Special sections examine the nutritional needs of teenage mothers, infants, and children during the school years.

Project BEST-PAL (Basic education skills through parenting affective learning): Level I modules. (1983). Cocoa, FL: Brevard Community College. (ERIC Document Reproduction Service No. ED 243 562)

This document contains eight learning modules from a community college program designed to help low socioeconomic parents learn about effective parenting. The modules are written on a 2nd-3rd grade reading level and cover the topics of: (1) communication; (2) love and affection; (3) parents as role models; (4) coping with school; (5) discipline; (6) family crisis: money and loss of job, or drugs and alcohol; (7) problem solving; and (8) sex education. Each of the modules includes a list of relevant terms and their definitions, topic-specific exercises and readings, a list of things for parents to remember, an outline for the parents to use in developing a plan for change, and assignments for parents to complete at home.

Project BEST-PAL (Basic education skills through parenting affective learning): Level II modules. (1983). Cocoa, FL: Brevard Community College. (ERIC Document Reproduction Service No. ED 243 562)

This document contains eight learning modules from a community college program designed to help low socioeconomic parents learn about effective parenting. The

modules are written on a 6th-7th grade reading level and cover the topics of: (1) understanding why children misbehave and what to do; (2) who has the power; (3) encouraging children; (4) communication; (5) problem solving; (6) role modeling; (7) discipline; and (8) sex education. Each of the modules includes a list of relevant terms and their definitions, topic-related exercises and readings, questions for thought and discussion, and assignments for parents to work on at home.

Silverman, P., And Others. (1986). *Resources for parents and others who care about children.* Ithaca, NY: Cornell University, Cooperative Extension Service. (ERIC Document Reproduction Service No. ED 276 518)

This document contains a collection of 22 brief resource guides for parents on a variety of child development and parenting issues. The resource guides include: (1) "Planning a Toddler Playgroup in Your Own Home" (Phyllis Silverman); (2) "Terrific and Terrible Two-Year-Olds" (Jennifer Birckmayer); (3) "3 and 4 Year Olds" (Gretchen McCord); (4) "The Middle Years: Six - Eleven" (Rosaleen Mazur and Barbara Pine); (5) "Adolescents" (Stephen F. Hamilton); (6) "Beyond the Birds and Bees" (Jennifer Birckmayer); (7) "Off to a Good Beginning: Getting Ready for Kindergarten" (Patricia Ziegler); (8) "Infants and Parents" (Phyllis Silverman); (9) "Teen/Parent Communication" (Florence Cherry); (10) "Found and Scrounged: Creating Environments for Young Children's Play" (Jennifer Birckmayer and Andrea Glick); (11) "Ages and Stages - Ages and Stages of the Middle-Years Child Part I: Six- to Eight-Year-Olds" (Florence Cherry); (12) "Ages and Stages - Ages and Stages of the Middle-Years Child Part II: Nine- to Eleven-Year-Olds" (Florence Cherry); (13) "Getting to Know Your Child's School" (Christiann Dean); (14) "The World of the Five-Year-Old" (Patricia Fender-Robinson); (15) "Preparing for Your Child's Trip to the Hospital" (Patricia Ziegler); (16) "Let's Talk about Child Care" (Polly Spedding); (17) "Protecting Children in New York State" (Mary Jane Cotter, Rosaleen Mazur, and Patrick Tooman); (18) "'Not Another Meeting!' Planning for Child Care While Adults Meet" (Jennifer Birckmayer); (19) "Becoming Part of Your Child's School" (Christiann Dean); (20) "Children and Money: How Parents

Can Help Children Learn about Money" (Jennifer Birckmayer); (21) "Choosing Child Care for Infants and Toddlers" (Polly Spedding); and (22) "Tips on Working with Children in Groups" (Jennifer Birckmayer).

Parent-Child Communications

General

Davis, E. P. (1982). *Communicating, understanding and coping: For children and adults.* Centerville, OH: P.P.I. Publishing. (ERIC Document Reproduction Service No. ED 250 085)

This guide was written to help parents and children recognize the importance of communication. It provides guidelines for parenting children from their infancy through adolescence. It begins by discussing communication, parenting, and good parenting; and by explaining communication with infants, toddlers, and school-aged children. Four pilot programs developed by the National Institute of Mental Health to improve early parent-child communication, stimulate positive development of the child, and prevent later behavior difficulties are briefly described. These programs include the infant satellite nursery, parent education in a pediatric clinic, toy demonstrator programs, and toy library programs. The next section of the guide deals with understanding teenagers and contains discussions on a positive view of teenagers, daydreamers, telephone-itis, what teenagers do when their parents see things differently, and how teenagers cope with their parents. Special areas of conflict between adolescents and their parents are explored, including the areas of discipline, pornography, and substance abuse.

Duquette, D.M.; Boo, K. (1986). *Helping youth decide: A workshop guide.* Alexandria, VA: National Association of State Boards of Education. (ERIC Document Reproduction Service No. ED 294 101)

This guide was written to complement the publication "Helping Youth Decide," a manual designed to help parents develop effective parent-child communication and help their children make responsible decisions during the adolescent years. The workshop guide is intended to assist people who

work with families to provide additional information and insight on communication and decision making skills. It contains an overview on planning and conducting a workshop which would offer parents a supportive environment ro learn and practice new skills while benefiting from the experience of peers and experts. Workshop activity ideas are included. Part 1 outlines seven steps for planning a one-meeting workshop for parents or families. Part 2 offers tips on conducting a successful workshop. Part 3 describes six group activities to promote effective family communication and decision making and includes 24 discussion starter cards for use in the workshop or as homework for parents and youth. A resource list for parents and workshop leaders is provided at the end of the guide.

Helping youth decide. (1986). Alexandria, VA: National Association of State Boards of Education. (ERIC Document Reproduction Service No. ED 294 100)

This guide was written to help parents of adolescents establish effective parent-child communication and help their children learn to make responsible decisions. It is divided into three parts. Part 1, Growing Pains, discusses what parents and children might go through during the adolescent years and explains the developmental tasks of adolescence. Part 2, How to Help, suggests ways that parents can use to develop more open lines of communication with their teenagers and to guide them in decision making. A section on how not to communicate gives examples of typical responses parents may have to an adolescent which can be classified as threatening, [preaching, blaming, analyzing, pacifying, probing, and avoiding. Possible reactions of adolescents to these types of responses are explored. Suggestions are given for how parents can become better listeners. Parents are encouraged to be attentive, encourage talk, try to empathize, and listen with respect. In talking to adolescents, parents are encouraged to show respect, be brief, be aware of one's tone of voice, and be specific. Eight steps are presented which parents can use to teach responsible decision making. Part 3, Homework for You Both, includes materials designed to help parents implement the ideas presented in the guide.

Schaefer, C. E. (1984). *How to talk to children about really important things*. New York, NY: Harper and Row, Publishers. (ERIC Document Reproduction Service No. ED 259 825)

The purpose of this two-part book is to help parents of 5- to 12-year-old children talk with their children about important life events. Part I discusses how to talk to children about stressful life events, including moving to a new house, a new baby, adoption, starting school, repeating a grade in school, going to sleep-away camp, visits to the doctor and dentist, accidents, going to the hospital, going to a mental health professional, warning children about sexual abuse, when a child is a victim of sexual abuse, talking with a critically ill child, death of a loved one, death of a pet, natural and man-made disasters, divorce, remarriage, alcoholic parents, and other family crises. Part II discusses how to talk with children about some of their concerns, including sex and sex education, puberty, homosexuality, pornography, love, religion, death, nuclear weapons and war, money and work, prejudices, risk-taking and failure, sports, music lessons, and Santa Claus.

AIDS

Quackenbush, M., & Villarreal, S. (1988). *"Does AIDS hurt?" Educating young children about AIDS*. Santa Cruz, CA: Network Publications.

This book addresses questions and concerns regarding AIDS education for young children most frequently raised by educators, parents, and professionals. Emphasis is placed on age-appropriate responses to children's questions and how adults can prepare themselves to talk with young children about AIDS. Basic information about AIDS is presented and a developmental overview is provided. Teaching activities, ways to anticipate problems, and ways to stay updated on AIDS information and resources are discussed. The problems posed by the presence of HIV-infected children in the classroom are considered.

Talking with your child about AIDS. (1988). Santa Cruz, CA: Network Publications.

This pamphlet provides parents with tips for talking with their preadolescent children about acquired immune deficiency

syndrome (AIDS). It gives some basic guidelines for talking with children about any important topic, regardless of the child's age, and then goes on to discuss how to get ready to talk about AIDS and when and how to begin. A section on what to say offers suggestions for what and how much to tell children by the age of the child. Suggestions are given for talking about AIDS with very young children (ages 3-5), children in the primary grades (ages 5-8), and children in the intermediate grades of elementary school (ages 9-12).

Talking with your teenager about AIDS. (1988). Santa Cruz, CA: Network Publications.

This pamphlet provides information for parents on how to talk with their adolescent children about acquired immune deficiency syndrome (AIDS). It begins by giving reasons that parents and teenagers should talk about AIDS and explains why it is a difficult subject to discuss. Four facts that teenagers need to know about AIDS are given. Hints are included for how parents can get prepared to talk with their teenagers about AIDS and for how to begin the discussion. A set of communication hints to make a parent-teenager conversation about AIDS go more smoothly are provided. The brochure concludes with a list of guidelines for safer sex that can help protect against AIDS.

Birth Control

Making the right choice: Facts young people need to know about avoiding pregnancy. (1987). Elk Grove Village, IL: American Academy of Pediatrics.

This pamphlet contains facts that can help teenagers make choices about sexual behavior and contraceptive use. Reasons to postpone sex are given; facts about birth control methods, risks, and side-effects are discussed; and forms of contraception not practical or advisable for teenagers are explained.

Talking with your son about birth control. (1985). Santa Cruz, CA: Network Publications.

This pamphlet states that parents are the logical source for their son's birth control education and suggests ways to explain the facts young men need to make intelligent, well-informed choices. Popular myths, basic reproductive-

information, and "male methods" of birth control are explored, but the focus is on the importance of communicating. Parents are encouraged to make sure that their sons understand the basics, know what birth control choices are available to them, are aware of the risks involved with various methods of birth control, and realize both their rights and their legal responsibilities. Suggested readings are included. (Author)

Cancer

Talking with your child about cancer. (1986). Bethesda, MD: National Cancer Institute. (ERIC Document Reproduction Service No. ED 273 867).

This booklet was written to help parents decide what to tell their child who has cancer. It recommends that parents tell their child the truth about his disease to prevent him from feeling guilty and to increase his cooperation with treatment. A gentle, open, and honest approach is suggested. Who should tell the child and when the child should be told about his or her illness is discussed. It is noted that the amount of information and the way it is presented to the child will depend on the child's age and intellectual maturity. Guidelines are suggested for talking with children at different ages (birth to 2 years, 2-7 years, 7-12 years, and 12 and older). Suggestions are made for keeping open communication between parent and child. Six questions that a child might ask are listed and guidelines are presented for each question to help prepare parents to answer them. A section on supporting the child with cancer lists 14 suggestions for reassuring the child during the period of cancer diagnosis and treatment. Many of the ideas presented in this booklet can also be used in discussions with the child's siblings and friends. The toll-free number for the National Cancer Institute (NCI) Cancer Information Service is given and free NCI publications are listed.

When someone in your family has cancer. (1985). Bethesda, MD: National Cancer Institute. (ERIC Document Reproduction Service No. ED 273 866)

This booklet was written specifically for children who have a parent or sibling with cancer. It is intended to help the

children understand more about cancer, how it is treated, and changes that may be happening in the family's life because of cancer. In addition, it is intended to help readers understand and deal with their feelings about cancer and about the person in the family who has cancer. Sections discuss cancer in the family, whether cancer can be cured, and learning more about cancer. A section on cancer treatment explains surgery, chemotherapy, radiation therapy, and side effects of treatment. Reading and learning more about cancer are discussed. A section on cancer in the family considers the difficulty in talking about cancer; feeling scared, guilty, mad, neglected, lonely, and embarrassed; answering questions; dealing with side effects; and changing. Other sections describe how parents may feel; putting it all together; and other sources of cancer information, including a toll-free telephone line to answer questions.

Family Life Education

Abbey-Harris, N. (1984). *Family life education: Homework for parents and teens*. Santa Cruz, CA: Network Publications.

This guide was designed to supplement existing family life education programs in the junior and senior high school. It offers 24 structured homework activities for secondary school students that are intended to facilitate parent-child communication about family life issues.

Nuclear War Fears

McConnell, S. C., Duncan, B. L., Buban, M. E., & Merrifield-Carothers, D. (1987). *The nuclear war age barrier within the nuclear family*. Dayton, Ohio. (CG 020 939)

This document notes that children may be introduced to the nuclear threat by ways that do not provide dialogue and without regard to the age appropriate needs of the child. It provides a parent manual designed to encourage parents to discuss nuclear issues with their children. Ten myths about children's nuclear fears are listed and dispelled. The appendix contains an example of a parent-child dialogue which illustrates the nuclear war age barrier within the nuclear family.

Sexual Abuse

Adams, C., & Fay, J. (1984). *Nobody told me it was rape: A parent's guide to talking with teenagers about acquaintance rape and sexual exploitation.* Santa Cruz, CA: Network Publications.

This booklet takes an honest look at the challenges and hazards facing teenagers and provides practical suggestions on how to talk to them about acquaintance rape and sexual exploitation. It examines what really happens in acquaintance rape and sexual exploitation. Parents are given tips on how to talk to their teenagers about acquaintance rape and several prevention ideas are discussed. A chapter on Teens At Risk identifies the types of teenagers who are considered at risk for committing sexual assaults. The final chapter addresses the issues of a teenager's recovery from a sexual assault and provides 10 guidelines for parents to follow in helping a victim of sexual assault. It is recommended for parents and family life educators.

Bateman, P., & Stringer, G. M. (1984). *Where do I start? A parents' guide for talking to teens about acquaintance rape.* Renton, WA: King County Rape Relief. (CG 020 936)

This booklet was written for parents of teenagers who are interested in helping their children avoid the possibility of sexual assault. It provides background information on acquaintance rape and discusses attitudes about acquaintance rape, what boys and girls learn about sexual activity, gender different perceptions, and peer pressure. Open communication between parents and their teenagers is encouraged and a three-step process is presented for a parent-child discussion of acquaintance rape. Parents are guided in how to prepare for the discussion by exploring family values and the values of their teenager, by making a list of points to be discussed, and by setting up the right circumstances for a good conversation. Parental modeling and methods of supporting the teenager are described. Suggestions are given for how to deal with an adolescent who becomes a victim of sexual assault. Resource materials are listed in the areas of sexual assault, sexuality, parent and teenager communication, marital rape, assertiveness, and counseling.

Sexuality

Cassell, C. (1987). *Straight from the heart: How to talk to your teenagers about love and sex*. New York, NY: Simon and Schuster.

This book presents parents with a new approach to discussing sex and relationships with today's sophisticated teenagers. Issues addressed include dating, sexual and emotional exploitation, unwanted pregnancy, homosexuality and venereal disease. Practice sessions are provided to give parents a chance to rehearse responses and help initiate open, easy dialogue with their teenagers. Through the practice sessions, parents are given an opportunity to compare their responses to the responses offered by the author.

Gitchel, S., & Foster, L. (1986). *Let's talk about . . .s-e-x: A read and discuss guide for people 9-12 and their parents*. Fresno, CA: Planned Parenthood of Fresno, CA.

The first section of this two-part book on parent-child communication about sex prepares parents to talk with their children by providing concrete suggestions on how to get started. The second part of the book is designed for parents and children to read together. It includes information about male and female anatomy, menstruation, reproduction, simple discussion activities, and a bibliography, and features basic drawings and an easy-to-read text. Spaces are provided for readers to record answers to questions. A reading list of books for parents and children is included.

Green, D. L. (1982). *Sex on TV: A guide for parents*. MA: Health Care of Southeastern Massachusetts, Inc.

This guide was designed for parents who are concerned about sex on television and the influence it may have on their children. Along with examples of how television shapes sexual attitudes, it provides examples of how television viewing can encourage parent-child communication. The teaching role of television is discussed and sexuality messages—both blatant and subtle—are considered. Suggestions are given for how to become an active television viewer. Guidelines are provided on how to develop active viewing skills. Various types of programs (situation comedies, movies, game shows, soap operas, cartoons, talk shows, documentaries, commercials) are listed and some of their unique features are

described. A selected bibliography is included which lists resources relevant to television viewing skills and to sexuality and parents, teenagers, preteens, and young children.

Ratner, M., & Chamlin, S. (1985). *Straight talk: Sexuality education for parents and kids 4-7.* White Plains, NY: Planned Parenthood of Westchester.

This book fills the needs of educators and parents looking for advice on handling sexuality for children between the ages of 4 and 7. It helps adults initiate a process of listening, of discovering what prompts questions, and of answering at a level the child can understand. A set of general guidelines for communicating about sexuality with young children is provided. Questions that young children may ask about sex are given and possible answers are discussed. Questions that parents may ask about sexuality and their young children are also discussed. A bibliography of further readings is provided. The book concludes with "Kid's Place," an 8-page pullout section of activities and projects.

Talking with your young child about sex. (1985). Santa Cruz, CA: Network Publications.

This pamphlet helps parents prepare their own styles of talking about sexuality. Stages of sexual development of young children are discussed and characteristics of different stages are listed for children between the ages of 0-18 months, 18 months to 3 years, 3 to 4 years, and 5 to 6 years. Parental concerns about nudity, masturbation, obscene language, and playing "doctor" are discussed. Suggestions for discussing difficult issues and guidelines for talking to children are provided. Also covered are the answers to some of the most common questions asked by children of this age. Suggested readings for both parents and children are included.

Wattleton, F., & Newcomer, S. (1986). *How to talk with your child about sexuality.* NY: Planned Parenthood Federation of America.

This is the first book ever produced for the public by Planned Parenthood Federation of America. This is a practical guide to help parents handle what is frequently a difficult and controversial subject. It begins by dealing with general concerns

of parents about talking with children about sex, and explains what children of different ages—preschool through teenage years—are most likely to question and what sort of answers are appropriate. Subjects covered include menstruation, sexual activity, sexual abuse, rape, and the special concerns and problems of single parents and latchkey children. A glossary of sexuality terms, facts about contraception methods, facts about sexually transmitted diseases, and a selected bibliography for parents and children are appended.

Information for Parents of Teenagers

Farel, A. M. (1982). *Early adolescence: What parents need to know.* Chapel Hill, NC: University of North Carolina, Center for Early Adolescence. (ERIC Document Reproduction Service No. ED 219 155).

This handbook was written for parents of children who are entering into their adolescent years. It explains to the parents the physical, intellectual, and social changes their children are undergoing and describes how parents can respond to some of the changing needs of young adolescents. Tables are included which outline the events of puberty in girls and in boys. Parents are reassured that the emotional problems often associated with adolescence may be exaggerated and that most adolescents continue to grow and mature without serious problems. Eight signs of emotional disturbance in adolescence which may require professional help are given. Guidelines for parent-adolescent communication are discussed. A list of resources is included which lists additional resources for parents of children of all ages, specifically for parents of young adolescents, and for parents of younger and older adolescents. Resources are included in the areas of developing effective parenting skills, adolescent development, sex education for adolescents, alcohol and drug education, and changing families.

Klimek, D., & Anderson, M. (1987). *Understanding and parenting adolescents. Highlights: An ERIC/CAPS digest.* Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services. (ERIC Document Reproduction Service No. ED 291 018)

This factsheet considers the psychological task of adolescence, explains the adolescent's separation from his/her parents, and gives child and parent checklists for evaluating family functioning. Patterns of family development are discussed, including midlife parental development and the influence of previous generations. The role of non-family adults in the life of the adolescent is also described.

Madaras, L., & Saavedra, D. (1987). *The what's happening to my body? book for boys: A growing up guide for parents and sons*. New York, NY: Newmarket Press.

This guide for boys provides clear, much-needed information on the emotional and physical changes which accompany puberty and adolescence. The first six chapters deal with the changes that are happening in children's bodies during puberty. The final three chapters focus on: (1) Sexual Intercourse, Pregnancy and Childbirth, and Birth Control; (2) Sexually Transmitted Diseases, AIDS, and Other Sexual Health Issues; and (3) Romantic and Sexual Feelings. A list of further readings is provided.

Madaras, L., & Madaras, A. (1987). *The what's happening to my body? book for girls: A growing up guide for parents and daughters*. New York, NY: Newmarket Press.

This guide for girls provides clear, much-needed information on the emotional and physical changes which accompany puberty and adolescence. The first eight chapters deal with the changes that are happening in children's bodies during puberty. The final three chapters focus on: (1) Sexual Intercourse, Pregnancy and Childbirth, and Birth Control; (2) Sexually Transmitted Diseases, AIDS, and Other Sexual Health Issues; and (3) Romantic and Sexual Feelings. A list of further readings is provided.

Moreno, S. (1978). *Parenting information: Teenagers. Informacion para los padres: Sobre los jovenes*. San Diego, CA: Moreno Educational Company. (ERIC Document Reproduction Service No. ED 227 929)

This document contains four booklets which are part of a series of 22 booklets designed to help parents understand their children and help them learn. All 22 booklets in the series are written in both English and Spanish, are easy to

read, and contain illustrations. The four booklets specifically address the issues and concerns of parents and their teenage children. "Parents—Learn about Your Teenager" explains changes that occur during adolescence and offers parents simple suggestions to aid communication and understanding between parents and teenagers. "Job Information for Parents and Students" provides information to help parents and teenagers understand different types of jobs available in modern American society. Included is information on education-related jobs, job earnings, and job descriptions. "Parents—Some ideas for Communication with Your Teenagers" presents specific suggestions to help parents communicate more effectively with their adolescent children. "Information about Teenage Marriages for Parents and Students" presents facts anf figures about potential problems teenagers may face if they decide to get married and have a family before completing high school.

Wattenberg, W. W. (1980). Parenting with teenagers. In *Parenthood in a changing society*. Papers from a symposium at Memphis State University. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document Reproduction Service No. ED 196 553)

This article is one of four papers from a volume of symposium papers which present a variety of perspectives on parenthood. "Parenting with Teenagers" discusses the maturational characteristics of teenagers, parents' needs and issues for parents who are raising teenagers. It looks at the physical growth of adolescents, their intellectual development, the overlapping roles of adolescence. Issues for parents are discussed in the areas of adolescents who are involved in dangerous behaviors, attitudes toward independence, and the life style that parents desire for themselves.

Resources about Specific Topics

Alcohol And Drugs

10 steps to help your pre-teen say "No." (1986). Rockville, MD: National Institute on Alcohol Abuse and Alcoholism. (ERIC Document Reproduction Service No. ED 278 925)

This booklet was written to assist parents in guiding their preadolescents away from experimentation with alcohol, tobacco, and other drugs, while enhancing the parent-child relationship. The book is divided into 10 steps: (1) talk with your child about alcohol; (2) learn to really listen to your child; (3) help your child feel good about himself or herself; (4) help your child develop strong values; (5) be a good model or example; (6) help your pre-teen deal with peer pressure; (7) make family policies that help your child say "no"; (8) encourage healthy, creative activities; (9) team up with other parents; and (10) know what to do if you suspect a problem. A conclusion and review section lists, in outline form, the 10 steps to help preadolescents say "no" to alcohol and other drugs, and key points of each step. Resource groups that can provide additional information to group leaders is provided for readers intending to use this publication in workshops to enhance parenting and general communication skills.

Cocaine: Your child and drugs. (1986). Elk Grove Village, IL: American Academy of Pediatrics.

This pamphlet explores the current popularity of cocaine, explains what cocaine is, and lists some of the dangers of cocaine use. Three stages of drug use which have been identified by experts are described. These include experimenting with drugs, actively seeking drugs, and becoming preoccupied with drugs. Suggestions are given for how parents can work to stop drug use by their children and warning signs of cocaine abuse are given.

Helping your pre-teen say "No": A parent's aid. (1986). Rockville, MD: National Institute on Alcohol Abuse and Alcoholism. (ERIC Document Reproduction Service No. ED 278 924)

This brochure is designed to assist parents in guiding their preadolescents away from experimentation with alcohol, tobacco, and other drugs, while enhancing the parent-child relationship. It contains a broad overview of prevention. The book is divided into 10 sections. Each section provides suggestions and answers to a question about substance abuse prevention for preadolescents. The 10 questions discussed in the book concern: (1) learning what to say to a child about

alcohol; (2) encouraging children to turn to their parents for guidance; (3) enhancing the child's self-esteem and helping him say "no" to alcohol and other drugs; (4) teaching values at home to help children resist peer pressure to use alcohol; (5) serving as a role model; (6) using peer pressure skills; (7) making family policies concerning alcohol experimentation; (8) preventing alcohol experimentation; (9) joining with other parents to fight preadolescent drug experimentation; and (10) being prepared to help children who, in spite of parental efforts, may drink anyway. Signs of alcohol abuse are listed and sources of help are suggested.

Moreno, S. (1981). *Parenting information: Drugs. Informacion para los padres: Sobre las drojas.* San Diego, CA: Moreno Educational Company. (ERIC Document Reproduction Service No. ED 227 931)

This document contains two booklets which are part of a series of 22 booklets designed to help parents understand their children and help them learn. All 22 booklets in the series are written in both English and Spanish, are easy to read, and contain illustrations. The first booklet, "Let's Talk about Drug Abuse," reviews drugs and substances that children and adolescents may be exposed to, such as tobacco, alcohol, hallucinogens, and cocaine, and describes how the use of different substances can affect one's future. The second booklet, "Parents—Learn about Drugs," specifies different kinds of drugs and describes their potential damage to the body and mind.

Teens who drink and drive: Reducing the death toll. (1985). Elk Grove Village: American Academy of Pediatrics.

This pamphlet presents data on automobile injuries and fatalities among teenagers and young adults, and considers the role of drinking in such accidents. Several measures to combat the problem of drinking and driving are discussed, including raising the drinking age, building parent-child communications, and establishing alternate transportation programs for teenagers. Encouraging seat belt use and delaying licensure are also discussed. Several suggestions are given for concerned parents interested in combating the problem of drinking and driving among their teenagers.

Child Management

Eddy, J. H. (1985). *Child management for parents and caregivers.* Flint, MI: Mott Children's Health Center. (ERIC Document Reproduction Service No. ED 252 315)

This booklet was written to help parents and caregivers guide children's behavior in an effective and pleasant manner. Twenty principles of child management are listed and explained, with examples illustrating how each principle should be applied. The principles encourage parents to set reasonable expectations for children, be consistent, make reasonable rules, be able to enforce rules, avoid parent-child power struggles, try to ignore certain behaviors, and to recognize the difference between accidents and intentional acts. Suggestions are given for disciplining children and for responding to appropriate behavior. Specific rules are given for children under the age of three.

Child Sexual Abuse

Lewis, J. R. (1985). *The parent's handbook: Understanding child sexual abuse.* Salem, OR: Oregon Governor's Office. (ERIC Document Reproduction Service No. ED 268 406)

This document, prepared by the state of Oregon, presents a resource tool on child sexual abuse for parents. It defines child sexual abuse and discusses methods of preventing such abuse. Several prevention practices which parents can use are described, including: (1) teaching their children that they have the right to control who touches their bodies; (2) knowing where children are at all times; (3) not placing a child's name on his clothing; (4) giving children passwords; and (5) teaching children to deal safely with strangers. Tips for selecting a preschool or child care center are suggested. Indications of how to spot sexual abuse and ways of dealing with known abuse are discussed. Public and private agencies dealing with child abuse are listed for each county in the state of Oregon. (ABL)

Latchkey Children

Long, L., & Long, T. (1983). *The handbook for latchkey children and their parents: A complete guide for latchkey kids and their working parents.* New York, NY: Arbor House

Publishing Company. (ERIC Document Reproduction Service No. ED 243 569)

This book focuses on children between 6 and 13 years of age, describing the negative and positive aspects of various experiences of latchkey children and projecting possible consequences of those experiences. Chapter 1 provides an overview of the scope of the problem of children left alone or with young siblings. Chapter 2 examines the child's experience of being left alone and describes some of the developmental consequences of isolation. Chapter 3 points out problems of individuals in sibling care. Chapter 4 describes latchkey children's experience of fear and discusses dangers faced by children without adult supervision. Chapter 5 focuses on stress, presenting four categories of stress variables that may affect latchkey children. Chapter 6 presents the perspectives of parents who leave their children in self-care arrangements. Chapter 7 describes the experiences of children who must care for themselves in the morning. Chapter 8 explores the parent-child relationship of parents and their latchkey children. It discusses some of the difficulties parents and latchkey children may have in developing a good parent-child relationship and suggests ways of improving parent-child relationships. Chapter 9 is concerned with the long-term negative impact of self-supervision on some children, and chapter 10 describes potentially positive aspects of self-care and effective latchkey arrangements. Chapter 11 describes community programs available to help parents who need child care services and provides examples of available services. Chapter 12 provides checklists that can be used to assess whether or not children are ready for self-care. It also offers guidelines for parents who leave their children in self-care. Chapter 13 examines social trends which might enable parents to more easily provide out-of-school care for their children in the future. Resource organizations are listed.

Parent's Role in Their Child's Education

Moreno, S. (1981). *Family participation in children's education. Envolvimiento de los padres en la educacion de los ninos.* San Diego, CA: Moreno Educational Company. (ERIC Document Reproduction Service No. ED 227 926)

This document contains five booklets which are part of a series of 22 booklets designed to help parents understand their children and help them learn. All 22 booklets in the series are written in both English and Spanish, are easy to read, and contain illustrations. These five booklets focus specifically on parent involvement in education. "Parents: Your School Improvement Can Help Your Child" explains the school setting, providing specific recommendations about how parents can become involved in the school and explaining how children can benefit from parental involvement. "Preventive Discipline and Positive Rewards for Your Children" ofers suggestions which can help parents and teachers use preventive discipline and positive rewards with children of all ages. "Parents and Students: Learn How to Study and Improve your Grades" discusses practical ways to help students develop better study and learning skills and to improve school grades. "Teaching Values to Your Children" gives examples to parents that can help them aid their children in developing values that will enhance their lives. "Parents as Teachers: Help Your Children Become Better Readers" explains ways that parents can help their children to improve their reading skills. (MP)

Moreno, S. (1981). *Parenting information. Informacion sobre como ser padres mejores*. San Diego, CA: Moreno Educational Company. (ERIC Document Reproduction Service No. ED 227 928)

This document contains five booklets which are part of a series of 22 booklets designed to help parents understand their children and help them learn. All 22 booklets in the series are written in both English and Spanish, are easy to read, and contain illustrations. These five booklets focus on helping parents to understand their children and help their children to learn. "Parents--Teach Your Children to Learn (Before They Go to School)" defines intelligence and suggests activities for parents to use at different stages of their children's development to enhance their child's intelligence. "Parents--Learn How Children Grow" discusses child growth and development from birth to the early teenage years and makes specific suggestions about children's needs at each age level. "Teaching Ideas for Parents to Use with Their Children" discusses motivations for learning and looks at the

roles played by positive reinforcement, rewards, and time limitations in the learning process. "For Single Parents: Some Helpful Information for Raising Your Children" provides information on issues important to single parents, including the effect of divorce on different aged children (newborns, children, and adolescents); the schools as a resource for understanding and helping children; school problems and achievement of children from single-parent homes; and the special needs of working mothers. The last booklet, "Communicating with Our Sons and Daughters," is intended for Hispanic American parents. It examines the role of Hispanic American parents in the education of their children and holds that parent-child communication based on love, encouragement, confidence, and understanding is the best way parents can prepare their children to meet the challenges of growing up and becoming responsible adults.

Self-Esteem

Our children's self-esteem: Thoughts for parents and teachers. (1983). Santa Cruz, CA: Network Publications.

This pamphlet discusses how self-esteem affects individuals and what adults need to know to help children grow up to be successful, content, and responsible. It defines self-esteem and examines some of the effects of low and high self-esteem. The two all-consuming influences on adolescent self-esteem, body image and peer perception, are also examined. (Author)

Suicide

Kolehmainen, J., & Handwerk, S. (1986). *Teen suicide: A book for friends, family, and classmates.* MN: Lerner Publications Company.

This book notes that suicide is the second leading cause of death among adolescents and young adults. It begins with a chapter on what is currently known about suicide. The extent of the problem is described, myths related to suicide are discussed, high risk persons are identified, and warning signs of suicide are given. The next six chapters present six clear, sensitive portraits of teenagers who have been touched by the tragedy of suicide and provides information to friends and

families on the eight warning signs of suicide; when and where to seek help; how to help a friend after a suicide attempt; and how to cope with the shock, anger, guilt, and grief following a suicide.

Other Resources for Parents

Guide to parent involvement: Parents as adult learners. Annotated bibliography on the family. (1980). Washington, DC: American University. (ERIC Document Reproduction Service No. ED 198 373)

This document is one of four reports developed to provide a comprehensive overview of parent involvement. It encompasses the family, parenting needs, existing resources, and parent education approaches and practices. This document, an annotated bibliography, presents brief descriptions of selected publications that relate to the family, with special consideration given to parent education. The publications cited in this bibliography address a wide range of issues covering trends, problems, policy, and research on the family's form and function and its influence on the individual parent and child. Topics such as parenthood, childrearing, aging parents, and stepparenting; families in transition, culturally diverse families, the history of families, and family policy; parenting, child care, the family as educator, and work and the family are included.

Parent resources inventory. (1986). Edmonton, Alberta, Canada: Alberta Department of Education. (ERIC Document Reproduction Service No. ED 275 432)

This two-part resource inventory was compiled for use by parent groups and others who are concerned with the provision of parent education and support services. The first part of the inventory contains the titles of articles and standard bibliographic information, as well as annotations of contents. The articles cited in this section are available through the Early Childhood Services Branch of the Alberta Department of Education. Part 2 contains titles of brochures, pamphlets, and other publications available from a wide variety of sources. Each title is followed by a short summary of the content, source from which the item may be obtained,

and price, if available. The articles and publications cover a wide range of topics related to child development and child rearing including abuse, adoption, advocacy, aggression, bias and stereotyping, communication, computer technology, coping skills/stress in children, creativity, developmental skills and stages, early childhood programs, English as a second language, exceptional children, independence/self help, moral and social development, parent involvement, parenting skills, play and playgrounds, reading and literature, safety/health, self-concept, and television/advertising.

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